



STATEWIDE ARTICULATION AND TRANSFER COUNCIL

Meeting with General Education Committee

6th Floor BoR Conference Rm • Claiborne Building • Baton Rouge, LA
Monday, 14 February 2011 • 9:00a.m.—12:10p.m.

-- Minutes --

Council Members: Margaret Ambrose (SU System), Mike Gargano (LSU System, Chair), Debbie Schum (DOE), Monty Sullivan (LCTC System).

General Education Committee: Kevin Cope (LSU A&M, Chair); Steve Guempel (LSUE); Debbie Lea (DCC); Lesa Taylor-Dupree (BPCC, by video); Jeffrey Temple (SLU); Galen Turner (LTU)

Absent: Mary Ann Coleman (LAICU), Jacqueline Howard-Matthews (SU A&M), Lisa Mims-Devezin (SUNO), Brad O'Hara (ULS)

Board of Regents Staff: Karen Denby, Kathy Hoyt

Guests: Derrick Manns (LCTC System); Stan Wilkins (BPCC, by video)

Welcome and Chairman's Remarks

Chair Mike Gargano convened the meeting at 9:10 a.m. November minutes were approved as distributed.

Statewide LT Curricula: Specifications & Expectations

In the discussion on statewide curriculum development, several points were affirmed by SATC and GenEd:

- Focus areas should be called 'concentrations' on diplomas and transcripts (vs 'tracks').
- LT graduates who complete a *statewide concentration curriculum* will be guaranteed admission to all public universities and to the major (college/school) at the university.
- Courses listed in the statewide curriculum will be accepted by all as meeting the major's requirements, for graduates of the LT in this curriculum, even if that requires a substitution in the curriculum and use of an upper level alternate course.

Business Report. Mike Gargano reported that the business school deans' Business Transfer curriculum needed action by the Board of Regents, to include revision to meet the LT specifications. Discussion areas included the guarantees with graduation: admission to business programs without further testing or 'core' courses, including use of business law and accounting, alignment between 2- and 4-year course expectations and the need for feedback among institutions based on student performance. The SATC approved Mike's resolution that the Board of Regents staff study and resolve these issues. Karen Denby will report on progress regarding the business law and accounting courses at the next meeting.

Mass Communication Committee. Brad O'Hara reported via email that the Mass Comm committee plans to meet at the Rapides Learning Center in early March to, hopefully, finalize a curriculum proposal.

Criminal Justice Committee. The Criminal Justice curriculum committee will be chaired by Derrick Manns, as Debbie Lea must prepare for a SACS visit. Derrick reported that a conference call with members has been scheduled for next week.

Engineering. Galen Turner reported on several meetings of his committee. The SATC determined that the curriculum would be called 'engineering' (vs. 'pre-engineering'). Discussion followed on the concept of engineering as a terminal vs. transfer degree, with Monty Sullivan cautioning the necessity of ensuring that students understand the different pathways available to them.

Nursing. There was much discussion on the unique challenges in charting a transfer course schedule in nursing for the LT, since associates in nursing result in immediate employment. The wide variation of admission criteria, teaching/clinical methodologies, the state's limited clinical training opportunities, and multiple nursing boards also present difficulties. Because not every college has an ASN program, the LT must remain an option, but Jeff Temple was asked to invite some Nursing Deans to the next meeting to discuss their positions on achieving a balance in AN to PSN and PN to RN transitions.

Data Report

Notes from Brad O'Hara were distributed for discussion of data questions to be answered for two-year and for four-year institutions (by institution and in aggregate). Members were urged to send additional questions and feedback to Brad, but these items were mentioned at the meeting:

- Enrollment in associate degree programs (A) should include all students: part-time as well as FTFTF.
- Students transferring with and without an associate degree should be tracked (D).
- Regents' Student Profile specifications should re-define (to identify) *transfer* and *re-entry* students (e.g., what is a transfer student?) who complete coursework at another institution, possibly with a differentiation for cumulative hours completed before transfer, e.g., ≤12, 13-30, 31-45, etc.

Transfer/Articulation/PT Policy – statewide Policy Needs

Sub-committees may be named to develop recommendations and/or draft policies on several topics relevant to transfer & articulation success. At this meeting topics to be considered for statewide policy review and/or development were suggested, to include:

- Admission Standards – as we making it too difficult to transfer to universities?
- Repeat/Delete – for what good do we penalize students who repeat a course and learn the material?
- Academic bankruptcy (amnesty) policies – should they be consistent? Standardized? Must a student have to give up all work, including that which was successfully completed?
- Use of Cumulative GPA (vs Campus GPA): Definition, Calculation –only count grades earned on a campus, with transfer courses logged as credit or no-credit? Putting such value on calculating the cumulative GPA makes it impossible for a student to start over, fix a broken academic record.
- Prior Learning Assessment options.
- AP, IB, and CLEP credits.

Other Business/Next Steps/Next Meetings

- Karen Denby described the January meeting at Delgado, sponsored by Lumina and HCM Strategists to discuss “Lower Cost Options: Statewide Transfer Guarantees in Louisiana,” that she, Jeff Temple, Debbie Lea, Kim Hunter-Reed, and Senator Ben Nevers and Jeanne Johnston attended: it was clear that the Senator is very anxious to see progress made toward the common-course-number aspects of Act 356.
- Debbie Lea suggested that the Certificate of General Studies (CGS) could be more useful to students if it were revised (expanded) to 39 hours so that students could complete and transfer the entire GenEd block.
- The next two meetings were scheduled for **Monday, 14 March** and 11 April, at **9:00**.

Adjournment

There being no other business, the meeting was adjourned at 12:15pm.

SATC Data Issues (Handout)

ACT 356 requires that the Council, with appropriate faculty consultation:

- C(10) Establish monitoring, compliance, and reporting systems based upon uniform data collection and reporting methods to facilitate and ensure statewide and institutional compliance with statewide articulation and transfer policies. Data collected shall include:
- (a) The number of students enrolled in associate degree transfer programs.
 - (b) Each student's rate of progress through transfer programs.
 - (c) The number and percentage of students who complete associate degree transfer programs.
 - (d) The number of students earning associate degrees that transfer to four-year colleges and universities.
 - (e) The number of credits earned, degrees awarded, and time to completion of degree for students who have previously transferred associate degrees.

QUESTIONS TO BE ANSWERED (From Brad O'Hara, Chair)

For Two-Year Institutions (by institution and in aggregate)

- (A) The number of students enrolled in associate degree programs.
 - How many total students (headcount and FTE) were enrolled in the associate degree transfer programs as of the Fall semester census date?
 - How many FTFTF enrolled in the programs as of the Fall semester census date?
- (B) Each student's rate of progress through transfer programs.
 - For FTFTF entering the program, what is the average time to degree?
 - What is the average credit hour load of students in the associate degree transfer programs?
 - At the time of graduation, what is the average number of total credit hours earned?
- (C) The number and percentage of students who complete associate degree transfer programs.
 - How many students earn the transfer associate degree each year (and which ones)?
 - What is the IPEDS graduation rate for students enrolled in the associate degree transfer program?

For Four-Year Institutions (by institution and in aggregate)

- (D) The number of students earning associate degrees that transfer to four-year colleges and universities.
 - How many associate degree transfer program students enter the four-year universities each academic year?
- (E) The number of credits earned, degrees awarded, and time to completion of degree students who have previously transferred associated degrees.
 - For entering associate degree transfer program students, what is the initial choice of major?
 - How many associate degree transfer program students complete a four-year degree each academic year?
 - What four-year degrees (and how many) are awarded to associate degree transfer program students each year?
 - What is the average time-to-degree for these students?
 - What is the average number of credit hours earned by associate degree transfer program students at the four-year universities?